

Managing Student Behaviour @ Edney



A behaviour is a learned and practiced means of communication which has purpose. It has effects, positive or otherwise, but, almost always is done for a reason. Sometimes we don't know the reason, it may just be habit, but, breaking it down, from our earliest experiences as infants right through to adults, behaviours have function.

That behaviours are learned means that we must teach them. While a student may arrive with pre-reading skills developed at home, it takes a skilled teacher to integrate, teach, reinforce and extend the students' skills. So too is the case with behaviour.

Where we fail to support positive behaviours and reinforce their use, and compliance with our school code of conduct, students will develop behaviour that meets their needs, though this may not be in a socially acceptable way.

At Edney, we lead the way in behaviour, because we understand that to expect a child to arrive at school fully formed displaying all acceptable behaviours would be just as rare as a child arriving with the language mastery of Shakespeare.

At Edney, we're changing the way we think about student behaviour. Behaviour is not good or bad.

We know that behaviours need to be taught.

We are teachers, and that's what we do.

Our job is to make a professional judgement about what purpose or function student behaviour is serving the student and then decide what we can do to get that need met in a safe, respectful, responsible learning way.

In our Behaviour Support Model, we are moving from managing behaviour, to students being supported to self-manage their behaviour.



When we say "behaviour" focus immediately turns to those behaviours that are annoying, frustrating, distracting or dangerous. It's our negativity bias at play, where the unpleasant experiences and feelings associated with negative behaviours cloud our sensible judgement of just how frequent such occurrences are.

Traditionally our behaviour policy was focused towards negative behaviours.

The problem is that 95% of students do not display negative behaviours. Of the 5% who may transgress, an even smaller proportion of those students require specific individual support and intervention, that wasn't covered by the policy.

We support students to display the behaviours that meet Respect and Excellence through our four school rules:

- We treat each other with respect
- We follow instructions
- We behave safely
- We care for our school environment

BEST PRACTICE

Best practice encompasses clear expectations, clear communication, involvement of all stakeholders, and a common purpose – supporting acceptable behaviour.

We achieve best practice at Edney across the school through:

- providing parents and carers with the school's Managing Student Behaviour Policy on the school website;
- displaying our four school rules and expected behaviours prominently in every classroom and throughout the school;
- setting consistent and achievable standards; and
- teaching and promoting pro-social behaviours using social-emotional learning programs prescribed in the Edney Primary School "Nurture" Plan, including at a minimum; Friendly Schools Plus, Zones of Regulation, Protective Behaviours Program

We achieve best practice at Edney in our classrooms through:

- promoting a positive working environment which is rich and exciting;
- giving consideration to student seating and classroom arrangements;
- providing opportunity for students to select appropriate strategies to prevent their behaviour escalating eg. cool down area, isolation spot, calming activity; and
- staff supervising children walking to and from specialist classes by walking behind the class

We can maximise student engagement and achievement with our expert attention to lesson design. Our staff:

- prepare each learning session professionally;
- know what they wish to achieve;
- know their content;
- have prepared the necessary resources; and
- are punctual.



✓ **prevention is better than cure**

✓ **all staff accept a shared responsibility for student behaviour management**

✓ **there is a consistent staff approach to behaviour management**

✓ **we model the behaviours we expect children to demonstrate**

During lessons, staff will ensure they:

- give clear instructions;
- teach at the students' level;
- use motivation techniques;
- cater for a variety of interests;
- are inclusive of all students;
- are flexible and adaptable in approach;
- use proximal praise; and
- monitor student's progress by moving around the room and being sensitive to those who may require extra support to stay on task.

Our staff use positive reinforcement for appropriate behaviour:

- verbal encouragement should be the most used incentive;
- positive incentives need to be earned before they are given;
- a variety of positive incentives need to be used, and incentives are changed often to maintain enthusiasm;
- desired behaviour needs to be acknowledged;
- every child needs to be given the opportunity to earn and receive acknowledgement of his or her work;
- be alert to disruptive students and be prepared to use the school behaviour management procedures to consistently handle inappropriate behaviour; and
- be mindful of student's backgrounds when investigating behaviour management incidents.

Behaviour management practices that members of staff employ must ensure the establishment of **high quality, positive relationships** that promote **mutual respect** between staff and students.

THE EDNEY WAY - OUR CODE OF CONDUCT

At Edney, we treat each other with respect

- We use our manners: we say please, thank you, excuse me
- We use 'active listening' when listening to others
- We take turns and share
- We respect others' personal space
- We respect other people's belongings
- We use appropriate language
- We use kind words
- We help others when they need it

At Edney, we behave safely

- We walk on hard surfaces
- We stay inside the school grounds
- We use equipment appropriately
- We wear our school hat when outdoors

At Edney, we follow staff instructions

- We follow instructions straight away
- We put our hand up to speak

At Edney, we care for our school environment

- We put rubbish in the bin
- We keep our classroom tidy
- We keep areas outside our classrooms tidy

ROLES AND RESPONSIBILITIES

PRINCIPAL / DEPUTIES

have the right to....

- Assist and support teachers to build positive relationships with students so that an effective learning environment can be established and maintained
- Inform parents about the Managing Student Behaviour policy
- Make students aware of the four Edney Primary School rules and Expected Behaviours
- Be involved in managing major disruptions and be responsible for managing severe behaviour.
- Be responsible for reviewing and evaluating the application of the policy

and the responsibility to....

- Support teachers with behaviour management
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school
- Support teachers to design and assist with programs for individual students with behaviour problems

STAFF

have the right to....

- Build positive relationships with students that promote an effective learning environment
- Make students and parents aware of this policy
- Ensure students are aware of the four Edney Primary School rules and Expected Behaviour
- Adhere to the policy
- Record and report student behaviour to parents (positive and negative)

and the responsibility to....

- Create a positive learning environment that motivates students in their class
- Implement the Managing Student Behaviour policy
- Ensure that the learning environment is safe, supportive and inclusive
- Model respectful, courteous and honest behaviour
- Treat students and parents respectfully regardless of status, race, gender or physical ability
- Develop and maintain positive partnerships with students, staff and parents
- Explicitly teach Social/Emotional Learning program and Protective Behaviours
- Have a 'calm corner' in each classroom
- Teach behaviours as stated in the four Edney Primary School rules

STUDENTS

have the right to....

- Uphold school rules and behaviour expectations
- Maximise learning opportunities for themselves and their peers
- To be inclusive and encourage others to do the right thing

and the responsibility to....

- Display respectful, courteous and honest behaviour
- Ensure their behaviour is not disruptive to the learning of others
- Ensure they are punctual, prepared and display a positive attitude

PARENTS

have the right to....

- Be aware of school policy, behaviour management procedures and decisions affecting their child's health and welfare
- Co-operate and support staff in matters relating to their child's education
- To discuss matters related to the rights of their child in an appropriate forum

and the responsibility to....

- Model respectful, courteous and honest behaviour
- Support the school in implementing behaviour management strategies, particularly in relation to their own child
- Ensure that the physical and emotional condition of their child is at an optimum level for effective learning



A TEAM EFFORT

Supporting expected student behaviour is a joint effort between the school, staff, parents/carers, students and outside agencies.

With *Children at the heart of Edney Primary School*, we align all of our resources, strategies and supports to nurture students, ensuring that their needs are met and they have every opportunity to learn, display and be recognised for demonstrating positive behaviours at Edney.



SCHOOL ENVIRONMENT

- Expected behaviours are supported.
- Safe and orderly classroom environments
- Seating arrangements in consideration
- Flexible seating and work spaces
- Friendly Schools Plus Social and Emotional program – K-6 implemented
- Zones of Regulation used K-6
- Curtin Volunteers
- Honour/Merit certificates
- Faction Raffle tickets – raffle draws, faction rewards
- Aussie of the Month
- Classroom reward systems
- Buddy classes
- *Respect* Assembly
- Care Bear awards
- Eco Warriors
- School psychologist
- School chaplain



COMMUNICATION WITH PARENTS

- Notes home
- Phone calls
- Emails
- Certificates
- Newsletters
- Annual Report
- Website
- Information Booklet
- Interviews
- Conferencing



COORDINATING EXTERNAL AGENCIES

In consultation with the appropriate parties eg.

- Classroom teacher
- School Nurse
- Edney Student Support Team
- Parents
- Principal

The following external agencies are engaged:

- Child Development Service (OT, speech, psychologist, paediatrician)
- Child Protection and Family Services
- Volunteers/Mentors
- Kids Helpline
- School of Special Educational Needs: Disability, Behaviour and Engagement.

CLASSROOM MANAGEMENT STRATEGIES

KEEP IT LOW!

Low Key Strategies are the things that teachers say and/or do to prevent or respond to unexpected behaviour when it first occurs.

Low Key Strategies are used to quickly and efficiently control or defuse a problem with minimal interruption to the lesson.



When misbehaviour does occur, the teacher's response should be of the same, or shorter, duration as the disruption.



After the intervention, the classroom atmosphere remains positive or neutral.



Teachers are encouraged to use the CMS low key strategies.



Effective skills in preventing and responding quickly to unexpected behaviour means more time on productive learning.

RESPONSE TO UNEXPECTED BEHAVIOUR

While staff do not “control” how students behave, what is within our influence is how we as staff members choose to respond to the behaviour.

At times, a single event or escalation in student behaviour is **perceived** by the teacher as a move towards increased defiance or as disruptive to the learning environment. How the **teacher interprets** and **decides to respond** to this perception is critical as to whether the situation continues to escalate or is effectively managed.

At Edney, teachers use Classroom Tracking Books to record students with repeated unexpected behaviours. The use of these books ensures consistency and certainty for students and staff across the school PP - Year 6. Teachers ensure classroom Tracking Books are taken to specialist classes.

The expectation is students will, with staff support, manage their behaviors in accordance with the Edney Code of Conduct.



SUPPORTING STUDENT BEHAVIOUR IN THE CLASSROOM

Recording student misbehaviour

STEP 1

- Student is recorded in the class tracking book as ‘W1’ (Warning 1).
- This is done after giving the student verbal warnings and reminding them of the code of conduct and expectations.

Misbehaviour continues

STEP 2

- Teacher uses class tracking book to enter child’s behaviour, recorded as ‘W2’ (Warning 2).
- Teachers allow the student time to accept this before speaking to them about their behaviour.

Continued misbehaviour

STEP 3

- Teacher indicates in class tracking book moving to the next level of consequence, recorded as ‘3’ (Reflection time in classroom).
- Student moves to an area in the classroom to complete reflection time. Teacher may give student a reflection sheet or work to complete.

Continued misbehaviour

STEP 4

- Teacher indicates in class tracking book moving to the next level of consequence, recorded as ‘4’ (Buddy Class).
- Student goes to a pre-arranged Buddy Class to complete a reflection sheet and any work for a specified amount of time.
- Class teacher to record in SIS.
- Interview/phone call to be arranged by classroom teacher to advise parents.

If continued misbehaviour, a student may be sent for withdrawal to the office.

STEP 5

- This is recorded in class tracking book as ‘5’ (Office Referral).
- A peer takes student up to the office with a RED SLIP from the teacher.
- Teacher records on SIS. Admin staff may update the entry on SIS to reflect Admin intervention.
- Teacher or Admin staff contacts parents to advise them - phone call to parent is preferred.

Consequences at Step 5 may include:

- Recess/lunch - students are removed from the playground.
- Student to sit at isolation desk in office and complete work independently (to be set by classroom teacher).
- Out of school suspension – student does not come on school grounds during period of suspension. Student and parent/s meet with principal or deputy principal on return to school to discuss behaviour planning and passage to Good Standing reinstatement.

✓ Serious misdemeanours may be fast tracked to Step 5.

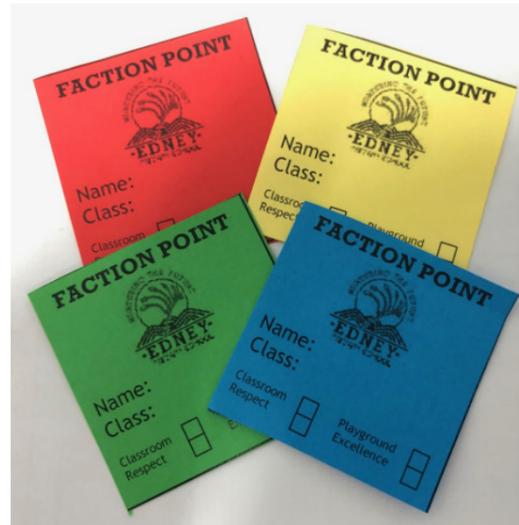
✓ Behaviour incidents need to be recorded on SIS by classroom teacher.

ACCENTUATE THE POSITIVE

GIVE FACTION POINTS TO REINFORCE EXPECTED BEHAVIOURS

Faction Points are available in every classroom and playground duty bag and may be issued to any student in the school.

- When giving a Faction Point, teachers will prompt the student to identify the rule or behaviour that they were upholding.
- The student is responsible for ticking the box next to the rule, writing their name and depositing the Faction Point into the Class container.
- Raffle draws are held weekly for small prizes at the Respect Assembly.
- Faction Points are totalled weekly, with the winning Faction for the Term receiving an acknowledgement activity in the final week of term.
- Double-days, "Catch the Edney Way" and other initiatives are used to change the incentives and add interest.



WORTH THEIR WEIGHT IN GOLD

- Edney's Golden Book is a way of recognising exceptional achievement, personal best and excellence in student work;
- We aim for all students in the school to be acknowledged throughout the course of the year;
- It is best that the use of the Golden Book is not en-masse or habitual, such as sending the same children for the same weekly spelling test;
- Teacher comment on student work to reflect why their work is "Golden"
- Students sent with "Golden" work have their name written in the book, receive two stickers and two Faction Points from the Principal or Deputy;
- All names from the Golden Book are read at the next Respect Assembly for students to be acknowledged.



A HELPING HAND

RED CARD

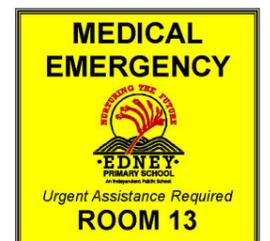
In extreme cases where immediate assistance is required teachers are to send a student with the Red Card to the Administration. The Administration will immediately react with support for the class teacher.

In some cases, such as Kindy classes, it is more appropriate for staff to phone "64700" and say "Red Card Room *insert room number*"



YELLOW CARD

For extreme medical emergencies requiring immediate intervention such as an EpiPen to be run from the nearest point to the classroom.



ORANGE CARD

Where a classroom situation arises when a teacher requires a second adult, an Orange Card is sent to the Administration. A member of the school leadership team will go to the class. This may involve releasing the teacher to resolve the situation, or speaking to a student one-on-one.



GREEN CARD

The Green Card is an invitation for a member of the Administration team to go to the class and celebrate what has been achieved by that class. The Admin member will take stickers, enough for each of the students in the class.



STEP 5 INTENSIVE SUPPORT



FASTTRACK

Serious misdemeanours may be fast tracked to Step 5 .

If student's behaviour is back on track and they are working to expectations over a period of time, they may, at Admin member's discretion return to class.



PLAN

Teachers need to develop individual behaviour support plans for students whose behaviour continues to require modification to meet the school's code of conduct. Administration and the School Psychologist can assist with the development and application of the plan.



INTERVENE

Students who have severe or repeated behavioural issues will be supported to modify their behaviour through the strategies set down in their individual behaviour support plans. A copy of these plans will be provided to the office and to specialist staff who work directly with these students.



COMMUNICATE

Administration members will inform class teacher of the outcome of their intervention and consequences for the students. Parents will be notified by an Admin member.



We are **EDNEY**

WITHDRAWAL OF A STUDENT FROM CLASSES, BREAKS OR OTHER ACTIVITIES

The Principal or Deputy Principals may withdraw a student from classes, breaks or other school activities for the purpose of providing an opportunity to:

- Calm in circumstances where the student has become unable to self-regulate; and
- Reflect on the incident, including, where appropriate, engaging in restorative processes.

When a student is withdrawn, the school will:

- Inform parents
- Ensure that location and supervision arrangements account for duty of care at all times;
- Ensure that the student is provided the opportunity to complete school work
- Details will be documented using the School Information System (SIS)

PLAYGROUND PROCEDURE FOR SUPPORTING STUDENT BEHAVIOUR SUPERVISION

Teachers have a duty of care to all students. It is the responsibility of staff members to be aware of their rostered duty. If a staff member is unable to complete a duty, they need to arrange a swap. During recess and lunch breaks duty teachers arrive punctually and are visible at all times.

Role of the duty teacher:

- Arrive promptly to your assigned duty area.
- Move around the whole duty area.
- Praise and hand out Faction Points to students displaying appropriate behaviour.
- Actively attempt to resolve student conflicts.
- Treat minor injuries requiring a band aid.
- Send students requiring more involved first aid to the front office with a "First Aid" card, accompanied by another student.
- More serious injuries, stay with the injured child and send a runner with a red emergency card to administration for assistance. Teacher to complete a Playground Incident Report and give to a member of the administration team.
- In cases where the behaviour is considered to rate as an emergency, send a reliable student to a member of the administration team with the red emergency card.
- Stay in your assigned area for the duration of your duty.
- Use the Playground Behaviour Tracking Sheet to record student misbehaviour.

DETENTION

- Detention applies at Step 3 in our playground management process and is determined by the a member of administration.
- At time of misbehaviour, duty teacher will complete a Green Slip and send the student to the office with the Green Slip. or have the Green Slip delivered by another student once it is filled in.
- While the student is in detention, an age-appropriate reflection sheet is to be completed then sent to classroom teacher for it to be sent home for parents to sign and returned to school. Teachers file signed reflection sheets for recording-keeping purposes.
- A letter will be sent home from Admin advising parents/caregivers of the reason for the detention. Parents/caregivers will be asked to sign and return an acknowledgement slip.

ALTERNATIVES TO DETENTION

- This applies at Step 2 in our playground management process.
- Walk with the duty teacher for assigned period of time for assigned period of time.
- Sit in designated spot for a specified period of time (e.g, Count to 200, 5 minutes).
- Loss of sports equipment.
- Limit to defined play area only.



SUPPORTING STUDENT BEHAVIOUR IN THE PLAYGROUND

Our positive playground environment is promoted using Edney Faction Points. These are available from the office and should be used liberally to reinforce positive behaviour.

Behaviours which need correction but which occur because of over enthusiasm or misunderstanding rather than wilful behaviour.

LEVEL 1 Examples: running on hard surfaces, littering, one-off name calling, boisterous behaviour, rough play etc.

Action:

- Teacher resolves conflict through discussion or separating children.
- Teacher gives verbal warning.
- Teacher does not record in the Playground Tracking book.

Behaviours/actions which are breaches of the Edney Code of Conduct.

LEVEL 2 Examples: playfighting, swearing, dangerous play, not following staff instructions.

Action:

- Teacher resolves conflict. Consequence given depending on severity of behaviour or number of times it occurs; either tag a duty teacher, offer consequence 'alternatives to detention' or refer to Admin office.
- Record this in the Playground Tracking book.
- A student may be recorded up to twice at this level: once recorded in the first column on the tracking sheet "counselled" or can be fast tracked to the second column "shadow/counselled".
- Duty teacher to indicate in Tracking Book if behaviour is classed as 'low', 'medium' or 'high'.

Behaviours/actions which are serious breaches of the Edney Code of Conduct.

LEVEL 3 Examples: bullying, fighting, violence.

Action:

- Student to be referred to the Admin office immediately using the GREEN SLIP. Admin will investigate the incident and apply appropriate consequences.
- Duty teacher record on Playground Tracking Sheet by indicating third column "Serious". Teacher does not need to write comment for this behaviour as it was recorded on the GREEN SLIP.

A series of repeated misbehaviours / incidents may result in:

- Parent/ Deputy Principal/ Student interview.
- School psychologist involvement.
- Behaviour plan created.

The school administration team is responsible for recording details of Level 3 behaviours on SIS Behaviour module and to take further action if appropriate.

RESTORATIVE PRACTICE

WHEN MISBEHAVIOUR HAS OCCURRED

Script

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Did you make a good choice or a bad choice?
- Who has been affected by your behaviour?
- What do you need to do to make things right?

Choices/Consequences

- Does anyone need a consequence for their behaviour?
- What will you do next time... happens?
- Is there anything for us to learn from this to help prevent this happening again?

STAFF TALK FOR STUDENT SEEKING HELP

Teacher:
What do you need my help with?

Student:
I am having a problem with...

Teacher:
What have you done to try to solve the problem?

Student:
I have tried to...

Teacher:
What can I do to help you?

STUDENT SELF TALK FOR HANDLING CONFLICT

THINK

What is happening?

How do I feel?

Is this bullying?

Is the situation really bothering me?

Am I in danger?

COMMUNICATING TO OTHERS

I feel...
(say how you feel)

When you...
(describe the other person's behaviour)

Because...
(say how this affects you)

And what I want...
(Say what would make the situation better for you)

PHYSICAL RESTRAINT OF A STUDENT

The principal will ensure that physical restraint of a student is only used:

- in circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful.
- where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property, and
- for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

The principal will only authorise a plan to apply physical restraint as an ongoing strategy for a student when it has been developed in consultation with and agreed by the parents/carers and written in the documented plan.

SUSPENSION FROM SCHOOL

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including, where appropriate, participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, **suspension is to be understood as a severe sanction, reserved for use in severe circumstances.** The placing of students on suspension will be authorised by the Principal or Deputy Principals where the principal is unable to exercise the suspension.

GUIDELINES

- An automatic suspension and loss of Good Standing will be applied to any student who attacks or initiates a fight with another student, or who physically assaults a member of the school staff.
- Parents will be contacted and notified before a decision of suspension is made, except in exceptional circumstances.
- Parents will be provided with the opportunity to seek further explanation of decisions.
- The suspension details will be entered into the School Information System (SIS) and the Online Incident Notification System.
- The student will be provided with learning activities to complete where the period is for 3 or more consecutive days or totals more than 5 days in the school year.
- The Principal will notify parents or guardians of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school. During this meeting, any new behaviour plans will be discussed, as well as process for Good Standing to be reinstated.

GOOD STANDING

All students commence each school term with Good Standing. It is the responsibility of each student to make positive choices for their behaviour and maintain their Good Standing. Students who lose their Good Standing will lose the privilege to participate in extra-curricular, reward and incentive activities and programs, interschool sporting events, and, where a suitable curriculum substitute is available, will be excluded from attending incursions and excursions. All students who have retained Good Standing for the whole term will be awarded a 'Good Standing Certificate' in the final week of each term.

To maintain Good standing students must:

- Comply with Edney Primary School's Managing Student Behaviour policy.
- Demonstrate Edney Primary School expected behaviours.

Loss of Good Standing

A student will lose their Good Standing if they are suspended or on restricted play for longer than 2 weeks.

Severe Clause

Students will lose the privilege to participate in activities where the safety of other students is a concern. Any form of violence will result in a loss of Good Standing. Students who are involved in a one-off severe behaviour incident in the classroom or playground are at-risk of losing their Good Standing.

Restoration of Good Standing

To reinstate good standing, students in Pre-primary to Year 6 must have 5 consecutive school weeks without further suspension. Teachers will be supplied with a Good Standing Reinstatement plan with sections to complete at the end of each week to discuss with the student how their behaviour has been that week.

If a Student Leader or Faction Captain loses their Good Standing they will lose their badge and their right to represent the school for the five week period.

This Good Standing Policy is provided to maintain consistency in our decision-making processes. It is important to note that these are guidelines and if there are extenuating circumstances that have resulted in the negative behaviours these factors may be taken into account and any decision to withdraw or maintain 'Good Standing' will be at the discretion of the Principal or their delegate.

NO PLACE FOR VIOLENCE

Children are at the heart of our school

There is no circumstance in which violence is appropriate or will be tolerated within our school community.

While we have an unrelenting focus on supporting students to manage their behaviour, violence is the antithesis of the positive environment we are fostering at Edney, and will be dealt with swiftly and with severe and consistent consequences.

We will suspend from attendance at Edney Primary School, any student who attacks other students or starts fights.

Automatic suspension also applies for any students who decide to film a fight rather than seek help.

No parent sends their child to school expecting that they will be attacked or physically harmed by another student.

This is a reasonable expectation, and why we have zero tolerance for the physical harm of students at our school.

All students have the right to feel safe at all times, and, especially at school, a place that exists solely for the good of children.

In addition to automatic suspension for the maximum allowable period of 10 days, we commence the exclusion process against any student who physically attacks a member of the school staff.

Our staff are trained professional educators who have the reasonable expectation and entitlement to a workplace that is free from violence, intimidation or threats to their safety.

There is absolutely no tolerance for physical assault of any member of the staff and the most severe consequences available will be applied.

All staff have the right to feel safe.

We do not accept or tolerate violence from any member of the school community.

Our school is a safe place for parents and community members too.

Community members' actions towards our students, each other and the staff are expected to echo the school values of Respect and Excellence.

Behaviour that is violent, intimidating or threatening will be referred to WA Police for prosecution, as well as the imposing of Conduct and/or Prohibition Orders to ban offenders from the school site.

MEASURES TO ADDRESS EXTREME BEHAVIOURS

Bullying

- Anti-Bullying Policy - see page 25
- Restorative practice questioning
- Prevent and manage
- Investigate
- Implement

Aggression

- Ensure child safety
- Remove bystanders
- Send Red Card to Admin
- Communicate to parents
- Consequence for inappropriate behaviour
- School psychologist involvement
- Feedback to teacher

Drug & Alcohol Use

- Ensure safety of everyone
- Isolation
- Red card notify Admin
- If suspected – search bag
- Contact parents / police
- Consequences as required

Weapons

- Ensure safety of everyone
- If suspected – bag search
- If safe remove from child
- Red Card – notify Admin
- Contact parents/police
- Suspension

Self-injury/harm

- Ensure child safety
- Notify Admin
- Contact parents
- Inform school psychologist
- Risk assessment

ANTI-BULLYING POLICY

Edney Primary School fosters a culture of respect and excellence.

With the saying in mind; you get what you pay attention to, our Anti-Bullying policy is not front and centre of our operations at Edney Primary school. We pay attention to supporting expected behaviours and reinforcing behaviours with positive rewards; as outlined in our Managing Student Behaviour plan. There may be times when there is a need to address bullying behaviours and this policy is in place to support students when this occurs.

There are no “bullies” at our school, however; there are times where some of our students display ‘bullying behaviours’. We are careful never to criticise the child but, instead, teach socially expected behaviours and reinforce ‘choice and consequences’ concepts.

What is bullying?

The national definition of bullying for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.

It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

EDNEY PRIMARY SCHOOL DEFINITION FOR BULLYING:

Bullying is when someone **deliberately and repeatedly** tries to make a person upset, angry, embarrassed or afraid.

Bullying is a behaviour used by a person or group to someone who has difficulty stopping the situation.

RESPONDING TO BULLYING

THINK - What is going on?

- What is happening?
- How do I feel?
- Is this situation really bothering me?
- Am I in danger?

PLAN - What can I do?

- Try to stand up for myself in a positive way.
- Get help from someone in my support group.
- Ignore the situation and keep playing or working.
- Talk to a friend about what is happening.

- Walk away and remove myself from the situation completely.
- Try to talk to the person I am having a problem with.
- Try not to fight back, it could make the situation worse.

TALK - Who can I talk to?

- Who is the best person to talk to?
- What do I want from my support person?
- How could I talk about it?

STAFF ACTIONS

When students approach staff asking for help we use the following script:

- What do you need my help with?
- What have you done to try to work out the problem?
- (If not solved) It sounds like you need some help.
- What can I do to help you?

Choices and Consequences

- Every choice we make has a consequence. Bullying behaviours are a choice the individual makes and therefore will result in consequences. When responding to bullying behaviours, staff members take into consideration the severity of the behaviours; the duration, frequency and type of bullying behaviour.

Least severe behaviours are managed by all staff, should be recorded and could be dealt with informal discussions:

- Reminder of school rules
- Empathy for the feelings of the person being bullied
- Reteach the expected behaviour (eg. At Edney Primary School, we use kind words)
- Revise with the child how to deal with difficult situations

Severe behaviours can sometimes be over a period of time and can be cruel and threatening, causing the person being bullied to be severely distressed. These cases would be referred to administration and managed according to the behaviour support plan. Severe bullying behaviours usually occur when 'less severe' bullying behaviours are not reported straight away, therefore it is important that students problem solve and seek help when needed.

HOW PARENTS CAN HELP

If your child tells you they are being bullied at school you can follow these steps:

- Listen calmly and get the full story.
- Ask your child if they reported it to a staff member at school- what was the outcome?
- Ask your child what they want to do about it and how you can help.
- Contact your child's teacher and book a time to discuss the situation.
- Check in regularly with your child.

BYSTANDER ACTIONS

What Can Students Do If They Are A Witness To Bullying?

Students will be encouraged to be active in their support for targets of bullying. Bystanders have a role to play in incidents of bullying. Simply standing around and watching a bully intimidate and hurt another child is not acceptable at Edney Primary School.

Bystanders are expected to do the following:

- Tell the bully to stop in a firm and respectful voice
 - '..don't do that to him/her'.
 - '...leave them alone'.
- Tell a teacher
- Be a friend
 - '...you can come and play with us...'
 - '...you are our friend come with us.'

JUST KIDDING is never an acceptable excuse!

CYBERBULLYING

Cyberbullying is bullying carried out through the internet or mobile devices. It can happen to anyone, anytime, and can leave you feeling unsafe and distressed. Online bullying can be offensive and upsetting and has the potential to have social, psychological and educational impacts.

Cyberbullying can include:

- sending insulting or threatening messages
- posting unkind messages or inappropriate images on social networking sites
- excluding others from online chats or other communication
- inappropriate image tagging
- sharing someone's personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites
- sharing unflattering or private images, including naked or sexual images
- assuming the identity of the another person online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reason, attacking players in online gaming.



CYBERBULLYING

For it to be called bullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviours (online or offline). Single incidents or random inappropriate actions are not bullying. One action – such as an insulting comment or an embarrassing photo – which is repeated through sharing and forwarding to others, can be called bullying if the individuals involved know each other, and have ongoing contact either on or offline.

Strategies for cyberbullying

If your child is being bullied via electronic communication, encourage your child:

- not to respond to the message or image
- to save the evidence
- to block or delete the sender
- to report the situation to the Internet Service Provider or phone service provider; they can help you block messages or calls
- to tell adults—teachers and police if necessary.

Protect yourself

- You can protect yourself online or on your phone with a few simple strategies.
- Do not retaliate and do not respond when you're angry or upset.
- Give your phone number to friends only.
- Keep your mobile phone away from those who shouldn't have your phone number.
- Use ID blocking on your phone to hide your number when you call others.
- Think before you send a text message or make a call.
- Keep records of calls or messages that are offensive or hurtful.
- Don't share your passwords, not even with friends. Things change, even good friendships.
- Social media is a public space. Don't post anything you really wouldn't want others to see or know about.
- Treat your friends how you would want to be treated.

Report it

For advice about reporting and direct links to social network and online gaming websites reporting pages, go to the Office of the eSafety Commissioner website Social media services' safety centres.

Look for a *Report abuse* button if you are on social networking sites.

If you feel physically threatened, call the police.

Block, delete or report anyone who is harassing you online. Go to the Office of the Children's eSafety Commissioner Cyberbullying complaints to make a report.

For more information about online safety issues and what you need to know to protect yourself, go to the Office of the eSafety Commissioner website.

SELF HARMING BEHAVIOUR

Teachers and schools carry out effective duty of care, when it is suspected that a student is self-harming, or when a student discloses suicidal ideation.

- Parents are informed and are included in discussion about what will be done, including seeking parent permission to complete a risk assessment on the student.
- The actions carried out by school staff in relation to self-harming and suicidal ideation are clearly documented and are accessible for future follow-up.
- Parents may be encouraged to seek health professional assistance and care through GP referral.

Examples of Self-harming behaviour:

- scratching/picking at skins/wounds
- self-piercing
- burns (hot & cold)
- superficial cutting

Some reasons for self-harming behaviour:

- Sub culture
- to be part of a group, peer pressure
- dares, competitions
- allowing friends to do it to them as a bonding exercise

Coping strategy:

- displacement of other negative emotions
- sense of control by causing strong pain
- self-punishment
- suicidal intent

Addiction:

- fixation on an aspect of the process and craving the effects
- ritualising

Potentially life-threatening (suicidal) behaviour, such as:

- taking tablets, walking into traffic
- leaving goodbye or suicide notes and going missing
- causing or threatening to cause life-threatening injuries

will be reported to the Principal or a Deputy Principal as soon as practicable by email, phone or in person. They may call emergency services (Police/Ambulance) as a priority if needed, followed by carers and DOE incident reporting.

DRUG AND ALCOHOL USE

A drug is defined as any substance, with the exception of food and water, which when taken into the body, alters its function physically and/or psychologically. We provide proactive programs to educate students to make informed, good choices to deal with substance use in Health Education.

Students suspected of being intoxicated

If a student presents as being intoxicated on school grounds or at a school event off-site the staff will;

- Ensure the health and safety of the student. Only then will a sanction for the breach be applied.
- Release the student into the care of an adult where a suspension is imposed as a sanction. This may be considered a severe breach of behaviour policy. When an adult cannot attend the Principal will decide to offer supervision at school or at a medical facility.

If there is risk to other staff and students, staff will;

- remain calm, be friendly and non-judgemental to avoid transferring anxiety
- tell the student they are concerned about their safety
- keep a distance, ensuring the student knows what they are trying to do before approaching the student
- stand to the side of the student when speaking to lower perceived feelings of being threatened
- try to speak to the student privately to avoid embarrassment or escalation

Drug Incident Procedure - Parents will be notified of all drug-related incidents:

- The first response to a suspected drug-related incident will be to ensure the student's immediate safety and to organise first aid if necessary.
- We recognise a range of interventions are required to achieve an effective outcome. Students involved in drug-related incidents will be offered relevant education and counselling.
- Students not complying with this policy may be subject to the following;
 - loss of recess or lunchtime
 - detention
 - exclusion from school functions
 - suspension

Interventions

- These interventions reflect the school ethos of zero tolerance of inappropriate drug use.
- Police will be notified of any students found to be supplying, possessing, or under the influence of an illegal drug.
- Any confiscated illegal drugs will be handed to the police for disposal.
- During suspension periods, students will be offered counselling sessions with an appropriate support agency.
- Prior to recommencing classes, suspended students will meet with the Principal or Deputy Principal to review the student's school responsibilities.
- Students on prescribed medication are encouraged, where possible, to take their medication at home.

If medication is to be taken at school, a medication form will need to be completed and the school administration staff will be handed the medication and a copy of the medication form. Medication will be taken under supervision and recorded.

WEAPONS ON SCHOOL GROUNDS

Students are not to be in the possession of weapons on school site or at any school activity. A student who is aware of a weapon being on school site or at a school activity is obliged to communicate this information to the Principal or Deputy Principal. A weapon on site may be considered a severe breach of behaviour policy.

In the event of a weapon being on school site or during school activities the Principal will;

- contact the police if a weapon is deemed to be prohibited or controlled
- offer support and counselling for a more appropriate way to deal with the perceived threat when a student is found to be carrying a weapon for self defence
- make a report via the Online Notification System (OINS)
- Inform parents, students and the community that weapons are banned from all school sites and activities.

Where there is reasonable suspicion a weapon is in the possession of a student, the Principal will;

- assess the level of risk
- ask the student with a witness present, to surrender the weapon

If the student declines to comply with this request, the Principal, after assessing the risk to others, will;

- inform parents/carers
- give the parent/carers an opportunity to speak with the student either by phone, or attend the school in person
- ensure the student is supervised with a witness

If the student continues to be non-compliant with the request, the Principal will;

- inform the police that the school suspects that the student possesses a controlled or prohibited weapon
- request a bag search for the weapon from parents/carers/student

If the student and the parent/carers refuse to give permission, then the Principal has the right to;

- seize the weapon/property if deemed safe to do so
- label and securely store the items in the presence of a witness
- contact the police immediately if there is significant risk

Any staff who have confiscated a weapon will securely store the weapon and provide the Principal with the date, time and location of seizure, including the recorded name of the student, the school staff involved, parents, police and any other individual involved in the incident.

We are
EDNEY

AN INDEPENDENT PUBLIC SCHOOL

Edney Primary School
204 Newburn Road
HIGH WYCOMBE WA 6057
(08) 6216 4700
edney.ps@education.wa.edu.au

www.edneyps.wa.edu.au

